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ABSTRACT

Recognizing the importance of providing parents and child care providers with current information on early childhood education, care, and support, this practicum project evaluated the design and implementation of a 10-week strategy to market a child care resource and referral agency resource room to child care providers and parents. Observations, surveys, questionnaires, and interviews were used to document the low use of the resource room by staff and the lack of parent knowledge regarding the room's existence. The strategies used to market the resource room included creating a staff committee with diverse interests to take responsibility for marketing, maintaining, and displaying the resource room; informing parents about the resource room when they called the agency; marketing through media such as brochures, newsletters, and displays set up in community libraries or bulletin boards; and creating web pages to target corporate clients. Daily logs were used to record use of the resource room. Results suggest that the staff training was effective. Parents were informed about the resource when they called the service. Providers made great use of the room after they learned about its existence. Through marketing procedures, providers learned about new materials in the resource room and their utilization. They were likely to visit during newly extended hours. (Six appendices include the staff questionnaire, provider phone survey, resource center diagram, customer benefits, materials needed, and calendar implementation plan. Contains 11 references.) (Author/KB)

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Marketing A Resource and Referral Resource Room to Child Care Providers and Parents

by

Sandra Eder

Cohort 74E

A Practicum Report presented to the
Master's Programs in Life Span Care and Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

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Abstract

Marketing a resource and referral resource room to parents and providers. Eder, Sandra K., 1997: Practicum Report, Nova Southeastern University, Master's Programs in Life Span Care and Administration. Describers: Marketing/ Parent Resource/ Marketing a Library/ Outreach Library/ Child Care Providers

There are more children in child care than ever before. Parents are having difficulty choosing and collecting information about child care. Child care providers are also encountering some of the same issues in search of child care resources. Although resources are available, issues related to staff training and marketing within the agency created a barrier to informing the public.

To address this issue, the author designed and implemented a ten week strategy to educate staff members and the community about the existence of the resource room. Through inhouse and outreach methods, the marketing plan targeted parents and providers to make use of the resource room.

Test results show staff training to have been effective. Parents were informed about the resource room when they called the service. Providers made great use of the room after they learned about its existence. Through marketing procedures, providers learned about new materials in the resource room and their utilization. They were likely to visit during newly extended hours. Another outcome was creation of an resource room committee.

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Chapter I - Introduction and Background

Setting where the problem occurred

The practicum setting was a non-profit resource and referral agency that served parents in search of child care and child care providers who needed technical assistance. The agency was composed of two main teams, those that served families, and those that served providers. The majority of families were upper middle class with one to two children, although a wide variety of socioeconomic levels were served. Providers consisted of child care centers, family child care homes, preschools, after school agencies, and large licensed homes. The building was composed of offices divided by a hallway with provider services on one side and parent services on the other. This was the result of a recent expansion where the organization took over offices across the hall.

Positions within the agency began with an Executive Director, the visionary of the agency, a Parent Services Coordinator, and a Provider Services Coordinator. On the provider services side, services such as technical support, complaints, administering a food program, and criminal background checks were offered to child care providers and those interested in becoming providers. The Provider Services Coordinator worked with the Division of Child Development dealing with complaints against child care centers and family child care homes. There were three Technical Services Specialists who assisted providers in becoming registered with the state. Nutrition Specialists visited providers and administered a food program by consulting and documenting what food was served to the children. A resource library was added to the provider services component where Technical Assistants (TA) and a Resource Room Technician administered the library. Until now, the library had not been utilized to its fullest extent.

Writer's role in setting

The Parent Services team was responsible for helping parents find child care through public and corporate referral phone lines. The Parent Services Coordinator maintained a database on providers and administered contracts to small businesses for a fee. On the public referral line, parent counselors answered questions and provided a list of providers with phone numbers for parents to contact. The writer was a Corporate Parent Counselor who provided enhanced referrals to clients who worked for corporations that paid for the referral service. The writer also updated and designed written resources for parents and providers. Detailed legwork was required for finding child care for corporate clients. Vacancy checks were done on providers who met the parents criteria for child care. Vacancy checks allowed the parent counselor to give technical assistance and other information to the providers. Other extras in corporate counseling included a private phone line for the parents to use, extended service hours, and a variety of free materials for parents to choose from.

Being a corporate parent counselor who provided extended services to parents, the writer saw other areas that could have been made available to parents. By offering Choosing Child Care workshops, the writer introduced parents to resources that were available to them through the resource and referral agency. One of those resources was the resource room library.

Chapter II - The Problem

Problem statement

The resource and referral agency developed a resource library for parents and providers. The library was developed to encourage parents and child care providers to expand their knowledge of early childhood education and how it was related to child care. It was developed to provide assistance to a targeted population who lacked of child care resources. The library was meant to be easily accessible and familiar to parents, providers, and funders of the library. Materials included a lamination machine, cutting machine, books for children, books for adults, and toys. Because of its remoteness, the library is virtually unknown and unused by the people it is to serve.

The resource library was developed to serve a target population to parents and providers of preschool and young school age children. Previously this group had no access to similar resources within the community. The library offered state of the art equipment, as listed above, for a small fee or no charge. Funding for the resource room library ws recieved from an initiative called Smart Start. As summarized by the Parent Services Coordinator, these funders believed that a resource library would help them meet the three key commitments of the Smart Start initiative.

- Early childhood education and child care will be available for every child who needs and wants it.
- Recognizing that healthy, nurturing families are the foundation of positive child development and growth, families will receive needed support and services to help ensure the healthy, caring development of their children.

- Early childhood programs and family services will meet high quality standards and performance measures.

The resource room library is part of recognizing that families are the foundation of positive child development and growth; families also need support and services to ensure healthy development of children. The population was not utilizing the resource library.

Previously, resources were not being used because they were unknown. Funders believed the library would help provide some services and support for families but they saw no one taking advantage of the program. Their expectations were not being met.

Documentation of the Problem

Ways of documenting the problem included observations, surveys, questionnaires, and interviews. By observing and documenting in a journal, the writer gauged accurately how many people used the resource library over a one week period. The public counselors surveyed parents through a follow up call about parents knowledge of the library and if they have utilized the resources. Staff questionnaires (appendix A) were used to see how much time staff use the resource library and what areas they were lacking knowledge so they could be trained appropriately. Telephone interviews (Appendix B) were used for providers to see if they are aware of the library, if they have used it, and how they learned about its existence.

A sign in registry documented that twenty people, including fingerprinting and workshops, visited the resource library per week to use machines and check out books. This number had been far below what was expected. Two thirds of the people that came in for fingerprinting and workshops. The sign in registry

also recorded what part of the target population they were; parent or provider. It also allowed the agency to track the use of the resource room for funders.

Questioning parents who called the public referral line in a follow up call, showed that they had not been told about the resource room and its capabilities. The parents who participated in the follow up call were specific parents who inquired about resource materials or needed resource assistance. Those parents were called within three weeks of their initial call so that would likely remember questions the parent counselor originally asked them. From the computer database which tracked parent calls and information they were told about, only 1% of parents who contacted the agency knew the existence of a resource room.

A survey by phone (appendix B) indicated providers were unfamiliar with the resources in the library. Out of 100 providers contacted, 35 had knowledge that materials were available for their use, but they were unfamiliar with the resources. The survey also showed that providers were not using the resource library on a regular basis. They saw it walking through offices but did not have time during the day to spend investigating materials. Although fingerprinting of providers is conducted in the resource room, they had little incentive to browse the room.

A staff questionnaire gauged their knowledge of resource room standard operating procedures and use of machines. The questionnaire measured how much time staff spent in the resource room, how they spent the time, and if they knew how to operate machines. Statistics indicated that one out of fifteen staff had knowledge of the laminator machine. Of the fifteen staff members, thirteen did not know where to refer a patron who wants to check out materials (check out system).

Analysis of Problem

According to George Morrison (1995), almost 60% of mothers with children under six years of age are employed. With more and more mothers working, the demand for child care has never been so great. With this demand comes a demand for information. Morrison (1995) also states that the use of resource and referrals js increasing. Parents and providers of child care need to be educated about quality and quality improvement. Many community agencies were aware of the fact that parents and providers were searching for education. Those agencies have attempted to provide some resources, however, providing these resources has been done in haste and with little planning. The resource and referral agency is also an agency with little time to plan. Some factors that contributed to no implementation plan for the resource room are listed below.

Staff

One factor that contributed to the problem is that there had been no one to manage the resource room. Staff were aware that it existed but it had not been assigned to one particular person to administer. With no one to administer the room, there had been no one to take the initiative to implement it. Only technical assistance staff had been responsible for manning the library. Of the three technical employees, only one person was dedicated to special projects. Special projects encompassed many titles, one of which was the resource.

Through priority, the resource room was put on the bottom of the list. No plan will ever get implemented unless the question of who is going to do what is answered (Connors, 1988). The resource room was a vision of the Executive Director who's organizational style led staff and depended on them to be motivated to follow through with projects.

Staff were unaware of the resource room components and had no time to dedicate to the resource room. They were already overburdened with current job

duties. The staff had no formal training in resource room standard operating procedures. The machines were set up by certain staff but there were no formal introductions to them. Check out procedures were informal and based on the honor system. The check out system was unfamiliar to staff and few knew where logs were kept. As Pamela Reives stated, "I have no idea how to use the machines. I thought we were going to be trained on using the equipment." Many staff had similar feelings.

Another factor was that staff were unaware of procedures that were associated with the resource room. For instance, the procedure for checking in and out books had been unknown and the procedures were not posted for the public to view. Also, there was a charge for using the photocopier but no formal operating procedure for the patrons on how to work the machine. The laminator was housed in an office, not visible to the staff or the public.

Machines in the library were intimidating and no examples of their products were displayed. There were no directions on how to properly operate the equipment. Staff were also unaware of the machines usages. Staff schedules were varied and overburdened. No one had time to devote to the resource room. Daily schedules were filled with visiting providers, talking to parents, and conducting workshops. Many of these duties were done in the resource room because of inadequate meeting space.

Resource room development

Because of the fact that the resource room/library was developed in haste and with little time, few people know about it. There had been no formal marketing plan available and no way of directing the target population to it. According to the Provider Services Coordinator, the development of the resource room was fast since the initiative money for materials had to be spent in a specific time frame. According to the Smart Start Budget, the agency had two weeks to

purchase materials for the resource room. This allowed no time for planning an implementation method. Founders of another resource agency in the community saw this issue as well. Tracy Connors (1988), states that participants had become so caught up in their daily routines that they believed they did not have time to plan. According to Ingrid Wood of Project Enlightenment (personal communication, August 19, 1996), there became a need for a manual on creating resource rooms and libraries. There needed to be a plan of action before the project could be underway.

Parent Training

Parents needed somewhere to gather resources about parenting. One area that was not adequately addressed in community agencies was parent training. Provider training was offered more often that parent training. The need for this type of resource arose from an increased awareness of the importance of early childhood. Creators of community resource rooms found that services for parents of young children were frequently directed toward young children with problems rather than all children (Holloway, 1988).

Location

Location was also a negative aspect for many resource rooms. They were located in county offices or small business offices where there was no public view. The location contributed to the lack of people visiting the resource room. Susan Deitz (personal communication, June 8, 1996), manager of a parent education resource agency stated that most of the parents that used her services use interlibrary loan available through the school system rather than visiting her location. The site was not widely convenient. The writer's resource agency's location is out of the way for most of the clients. Based on database statistics, 98% of all people who use the resource service called instead of visiting the service in person.

Hours

Even if providers and parents could get to the location, they were still hindered by time constraints. The agency was open from 8:30am to 5:00pm Monday through Friday. Many parents and providers worked and could not visit during the day. Other community agencies also recognized the problem of time constraints. With Project Enlightenment, hours were determined by the county school system which cut down on the time they were open. They followed school holidays and vacations. Donna Reed stated that time was a reason many providers did not visit the resource room. If providers did visit the resource room during the day, they had to bring the children they were caring for or they had to rush during a lunch hour. Time constraints contributed to a large number of the public who could not visit the resource room.

Chapter III- Goals and Objectives

Goal:

The goal of this practicum was to educate staff and market a resource room to parents and providers of preschool and young school age children.

Objectives:

Proposed objectives, all to be completed by the end of the 10 week implementation period included the following:

- An average of ten providers would visit the resource room per day as indicated by a sign in log.
- Staff would be able to produce three different types of materials from the resource room machines by the end of the intervention.
- Eight of the staff would have two responsibilities in the resource room after the intervention as indicated by staff schedules.
- 20% of parents who call the public referral line would be referred to the resource room during the phone call. This percentage was to include only parents who need resource information. This was to be measured through a database where a field is checked for this number.
- Of the 20% of parents referred to the resource room, 5% of parents who call the public referral line would visit the resource room per month. This was to be measured through computer logs and sign in sheets in the resource room.
- One staff person was to be available for resource room duty each day. This would be measured by staff schedules and observations.
- Resource room staff would be able to list the procedures for material check outs by the end of the intervention. An evaluation of the introduction and

training would then be given. Questions asked would also indicate knowledge of book check out procedures.

- Of the providers who request materials and are unable to access the resource room, they would be served through a courier/representative who is already scheduled to visit the provider.
- The resource room would be open at least two nights per week with extended hours as measured by staff schedules.

Chapter IV - Solution Strategy

Many programs existed in the community that provided resources and loan materials to clients. The development of a resource room had issues that could have been overlooked inadequately planned. After reviewing literature of community resource libraries, common links were teacher training and implementing a marketing plan. Other factors in common with the resource libraries were staff involvement, room development, and use of public relations.

Existing programs, models, and approaches

One community agency similar in scope to a resource and referral agency developed resource room. As stated in the book Building an Early Childhood Center, six elements for developing a successful center were identified:

- facilities/site
- budget
- personnel
- resources
- program
- public relations and promotion

The site was large and accommodated many aspects of the resource center. According to Building a resource room, they saw the environment as nonthreatening and that it encouraged hands-on activities. In the resource room manual, a diagram showed activities could be done in a large work space (appendix C). Areas of the center were arranged functionally. These areas included an office for administration, instructional area, production, video viewing, storage, library, circulation, foyer, and a children's corner for playing. The areas were well designated and easy to follow directions were displayed.

Designated staff were used for the center which included a center director, manager, and volunteers who took on roles of aide and trainers. Even though there were staff positions solely for the resource room, Ingrid Wood, Center Director stated that staff turnover had been high and there had been a lack of substitutes. Volunteers were only available certain times of the year causing brochures slow in reaching the public.

Hours of operation were also considered. Ingrid Wood stated that an important issue to consider when trying to target a population that worked during the day was hours of operation. It was important to have a resource room available to those patrons during hours they could visit. Wood's resource room was open until seven in the evening which allowed time for the patrons to leave work and travel to her location.

The public is however reached by the organization through inhouse and outreach services as well.

Inhouse activities consisted of:

- center receptionist who assists patrons
- bulletin boards
- samples of projects
- summer institutes
- workshops
- summer and spring brochures

Outreach activities consisted of:

- resources circulate in community
- word of mouth
- make and take travel items

In addition to the above techniques the organization used public relations. According to Levinson's Guerilla Marketing techniques, public relations added a

great deal to credibility and at worst put your name in the public eye (Levinson, 1992). Ingrid Wood stated that she was always looking for new ideas for marketing her resource room and maintaining credibility; it's an on-going process (personal communication, August 19, 1996).

Another community library implemented a marketing approach designed to increase circulation and patron attendance used similar resources. It also used the media through bulletin boards, newspapers, and newsletters. According to Levinson (1992), signs on bulletin boards make you a part of a community and increase community confidence for your organization. He saw the mini media as a place for small organizations to shine because the large organizations rarely used it. Levinson listed some of the mini media as using faxes, computer boards, 800 numbers, newsletters, video brochures, and voice mail. Many organizations were already using the voice mail and answering services to market their goods. At some other resource and referral agencies, by pressing a number, you could order materials and obtain information with out even talking to a representative.

Leulla Teuton developed for the community library an easy media and research combination through a take home brochure. The brochure contained a free library permit card which had a questionnaire for patrons to fill out and return. By tracking the amount of brochures taken and the amount of permits handed in, Teuton was able to chart how many people would use that form of free media and fill out the information. The questionnaire also told Teuton valuable information about the client she was serving (Teuton,1992). People enjoy being asked about themselves, enjoy talking about themselves. Take advantage of this human characteristic by asking questions of your customers. This can provide you with expensive data for free (Levinson, 1992).

Donna Dengel wrote about a county library program that provided a model for supporting quality child care in the community. She believed that

libraries could provide resources to directly improve the quality of services in the child care field. According to Dengel (1994) the county Early Childhood Resources Program operated to:

- improve literacy and reading interest of preschool children
- reach children, parents, providers who do not use the library
- to present educational training sessions to promote professional development of providers

In order to accomplish these goals, the library used outreach programs. It utilized volunteers and the child care community to assist with the outreach program. Outreach provided a means of communicating with professionals in the area, sharing ideas, and knowledge. She stated that if it takes a whole village to raise a child, then the library should be the hub."

In the How-to-do-it manual for librarians, Susan Walters examined the marketing process through development and implementation plan. She used four factors as strategies of implementation, product, price, place, and promotion. In product, she wrote you must differentiate the product from someone else's product. In the manual, a chart showed the product must be defined as to what it can benefit the customer (Appendix D).

Even though most libraries are free, Walters indicated many libraries had to charge nominal fees for specific services like photocopying. The price should be similar to other agencies and should be in view or known by the costumer.

Place should also be considered according to Walters as to distribution costs, and physical access to the public. With access to the public comes promotion of the service. The public should know about the libraries existence. Walters stated that promotional effort was key to the success of service marketing.

One way a county resource room marketed its materials was through a courier service. Each week a courier visited school systems and other nonprofit organizations to drop off and pick up books, video tapes, and other materials. Included in the courier box is a summary list of what the patron requested. The patron would call the organization, request materials, and they would be delivered if they were available. There would then be a time limit for the patron to possess the materials. The due date was written prominently on the box with the organization's name. Other marketing tools were used inhouse.

The inhouse marketing tools consisted of wall displays and brochures. They also give out grants to teachers who compose a curriculum which incorporates their mission. This created public awareness and media attention to the organization.

In rural areas marketing had to have an outreach component because many patrons are unable to reach the library. Judith and Bert Boyce studied rural libraries and found them to use many outreach means. One of those methods was use of a bookmobile. The mobile distributed materials and books to patrons who can not access the library. According to Boyce, half of all bookmobiles being sold were equipped with wheel chair lifts. They also incorporated other patron friendly components.

Another outreach method rural area libraries used was books by mail. This could have become expensive although the postal service subsidized a library rate since 1928 (Boyce, 1991). Boyce's research showed that books by mail has increased from 75 in 1975 to 101 in 1988.

Video outreach included video taped story times and author biographies. This form of outreach limited use in the rural area, according to Boyce & Boyce. Distance library services were offered in many ways to rural and other areas for people who did not have access to the library. The population of rural, disabled,

and remote needed to be considered when developing a resource room for people, all people.

A semi rural resource and referral agency also used the bookmobile as a marketing tool. As Betsy Granda stated, "we work with public library bookmobiles where there is a section dedicated for the use of resource and referral" (personal communication, September 30, 1996). Granda marketed the library only to providers. She said that is risky retrieving materials from parents.

She also indicated that there were other risky and inadequate areas of their resource room. They had no formal cataloging system and no system of retrieving materials. They did have a membership system where child care centers are charged twenty dollars per year and family child care homes are charged five dollars per year. This fee gave providers access to TV, VCR, camcorder, Polaroid cameras, and other training materials.

At a larger resource and referral agency that received Smart Start funding, the marketing strategy was diversified. They used the state listing from the Division of Child Development to acquire the names and addresses of all registered and licensed providers in their county. Direct mailings were used for their monthly bulletin and other flyers. They were specific to market only to providers. According to the Manager of the Technical Assistance Center, Smart Start funds this particular resource room to market a target population. They did not want to duplicate another agency which was nearby who targets parents.

Some of their materials included, a laminator, production room, model classroom, and curriculum kits for providers use. These services were also offered in the evening. They operated one evening per week and almost every Saturday. Because of the hours, there had been a staffing problem. At this agency three staff maintained the agency by rotating their schedules.

The agency's Technical Assistant Manager believed the best way to market the resource room was word of mouth. She believed that by reaching directors of child care centers, the information would trickle down to staff.

At a local child care center, the resource room was marketed through parent conferences, letters to parents, and information available to staff and parents. The former director of the center, stated that parents are informed of the resources when they sign up, when they have a problem with their child, or when they request additional information. They were also informed when a wide spread problem existed. A marketing strategy they used was to display newsletters, training calendars, and child development information on a bulletin board. This board was updated according to time material was received. Parents were welcome to use the resource room as well as staff. In order to create a user friendly environment, staff and parents held events in the resource room. For example, all potlucks and parties were held in the room. People would mingle and talk about the room. Staff were encouraged to use the resource room when developing lesson plans and when they were in need of ideas. The director reminded staff to rotate children's books on a weekly basis. Teachers even encouraged children to participate in the resource room by allowing them to pick out books themselves.

The environment was also comfortable for people to use. There were soft pillows for sitting on the floor, two rocking chairs, and a table for creating projects. The atmosphere came alive with hanging plants and decorations from around the world. The environment was not just a capsule where resources were located, it was a place for imagination and creativity.

Even though the child care center resource room did not require substantial maintenance, it did require structure. Staff were not educated in the procedures of the resource room. There was no method of checking out books,

all procedures were done on the honor system. Eventually books started to disappear and resources dwindled. The atmosphere and user friendliness was not in balance with procedures and methods. The center needed a plan of action and a restructuring of procedures.

In order to implement any plan of action, staff need to be knowledgeable of procedures and their roles and responsibilities. A discussion with the Resource Room Technician would plan the next step of training staff. Staff training would also be necessary in order to meet objectives (see objectives on page 14).

Using a leadership style that was behavioral, staff could take on more responsibility and feel they were in control. Hildebrand (1992) stated that using the behavioral approach of management, employees were given more independence which helped them take more responsibility and develop maturity in their job. In order to achieve greatest staff involvement, committees would be used to brainstorm and generate new ideas. Hildebrand believed teachers should have authority in their classrooms which decentralizes and makes for responsive, creative, and adaptive organizations.

In addition to using the behavioral approach, the writer would also be a motivator. By being a motivator, emphasis would be placed on results and relations. Nuegebauer (1979) stated that the motivator is the best type of leader in a child care setting. In short, the motivator does not lead by issuing commands or giving pep talks, he or she works more from within the staff to maintain a close fit between objectives of the end and the objectives or the organization (Nuegebauer,1979). Staff would enhanced implementation of this leadership because of their willingness to participate and learn from on-going activities.

Some areas where staff may impede the implementation process included unclear staff roles, organizational styles, overburdened schedules and time

constraints. Unclear staff roles occur when the job responsibilities encompass too broad of an area and no role structure. With a staff willing to participate, many could also be competitive and controlling. Staff would be willing to take on new projects but not as willing to share control of the project due to different organizational and work styles. Staff also had a tendency to take on too much. A simple project became larger than previously thought and too often there was not enough people to take up duties within the project. Projects were usually on a time schedule. For marketing the resource room, staff wanted to get it done as soon as possible. The planning stage had staff anxious to get started.

Delegating staff duties, assigning responsibilities, and organizing schedules would need to be approved by Provider Services Supervisor and/or the Executive Director. That would require a meeting of all supervisors involved to go over implementation plan and discuss the ramifications. D. Mckenzie, an experienced parent counselor stated (personal communication, June 8 1996), you can't just snap your fingers and expect people to take orders for someone who has no authority to give orders . It must go through proper channels. Responsibilities, arranged through supervisors, would be delegated and assigned to staff. This would give the writer the authority to conduct the implementation plan. After staff had been trained and were knowledgeable of operating procedures, a marketing plan could be implemented.

Solution Strategy

A solution strategy for marketing the resource room library consisted of marketing and training staff. Marketing through media and conventional avenues would be discussed as well as innovative up to date avenues.

The first issue to be addressed by the planned strategy was the staff. Staff were considered the ingredients critical to making a marketing plan work. A

committee of staff were to be assembled from a variety of interests to ensure diversity. Some of those interests included special needs child care, school age child care, CPR mannequin maintenance and others. The plan placed responsibility for marketing, maintaining, and displaying the resource room with the committee. They would also be responsible for adjusting policies and procedures to the growing demands of the resource room. In order to keep the staff motivated and on schedule, the writer planned to electronically mail messages two days in advance of their specific resource room requirements. This would reminded them of the time frame and their responsibility to the plan.

The marketing plan would include inhouse activities as well as outreach services. The activities would targeted parents and providers in order to meet the objectives. Because the service is primarily a phone service, parents would not access the building on a regular basis. In order to reach parents, samples of materials were to be given out at workshops. Parents would be referred to the resource room when they called. Also, when follow ups were planned, parents would be reminded of the resource library.

It was planned that when a parent telephoned the agency, they could choose from an automated telephone menu. Information about the resource room would be added to the messages to include hours of operation. Levinson (1992) saw the mini media as a place for small organizations to shine because large organizations rarely use it. This can be done through faxes, computer boards, 800 numbers, newsletters, and answering machines/voice mail (Levinson, 1992). Mini media would also be used as brochures. When parents visited the resource room, they would be given a brochure that included an information tear off page. This page would give specific information about the patron. As an incentive for returning the card, their names would be added to a parent newsletter mailing list. Parents also visited other community agencies. The

marketing process would be facilitated by using those agencies for advertising and working with them jointly.

In Raising the Quality Quotient: Library Outreach to Child Care Providers, Donna Dengel stated that direct involvement in the early childhood community was a necessity for successful outreach. Displays were to be set up in other libraries describing the service, brochures would be added to the community bulletin boards, and employees would be informed about the service. According to Guerilla Marketing, signs on bulletin boards can make you part of a community and increase community confidence in you (Levinson,1992). The organization was concerned with the public's perception of the agency. By advertising in libraries and other community agencies who were in good standing with the community, perceptions of the agency as a whole would be increased.

Providers who are unable to reach the resource room due to injury or disability, would be reached through an outreach service. As indicated by Boyce and Boyce (summer 1995), the 1990 Americans with Disabilities Act required all libraries to provide service to the disabled and to have accessible facilities. This outreach service would consist of a courier carrier to be filled with books and materials that the provider requests. When the technical assistants scheduled a visit, they planned to transport the materials to the provider who would be responsible for returning them or scheduling a pick up from the agency. Other modes of exchange would include the Family Child Care Association meetings where providers can pick up materials and a drop off box outside the agency for off hours.

Providers of child care were planned to be reached in other ways as well. A monthly newsletter would included information about current materials and success stories about the resource room. This newsletter would contain a collection of articles from all of the staff. The articles would be collected in a

folder for the public awareness specialist to enter into the newsletter. This would then be taken to a printer who printed the newsletter for mailing. The newsletter has been a direct mailing where materials could be added at no additional cost. The newsletters are then taken to a bulk mail site for distribution. Other direct mailings included food program reimbursement checks, and community events which were to be supplemented by a flyer for the resource room. Guerilla Marketing also pointed out that direct mail allows you to take the most careful aim at your target audience and allows you to go though the entire selling process from getting people's attention to gaining feedback (Levinson, 1992). There would be no charge because there was no significant change in weight.

Innovative ways of marketing targeted corporate clients who use on-line internet technologies. By planning to develop a web page with information on the resource room, parents in other areas of the country would be able to find the information at the touch of a key. Because the organization was in the middle of setting up a general web page, it would be simple to add a brief paragraph about the resource room without any inconvenience. This would be of no cost because the web page was already being set up.

The marketing plan was designed to be low cost for other items as well. Boards, signs and charts for directions and advertising would cost a nominal fee for tag board and laminating, which the agency already had. Displays depended on what the committee decided to use. If the committee used materials from the machines and recycled paper, there would be no cost. The price for flyers and brochures only cost the agency paper. The flyers were designed on agency computers and copied on the agency copier. The newsletter was published by the agency and articles are free of charge to include. Flyers mailed to providers were planned to be included in direct mail already going to providers which was no extra cost to the agency. Material samples to be given out to patrons and parents

at workshops would be constructed from agency materials at staff trainings. The only other cost would be a give away as an incentive to return the surveys in brochures. The give away could be something donated by a community agency or the agencies own materials.

Monitoring Plan

As a way to monitor the implementation plan, daily logs were to be kept on the resource room. This would ensure accurate record keeping for evaluating and restructuring the implementation plan for further use. At weekly staff meetings the implementation plan would be discussed. If there had been a mid-course correction, the writer would have contacted the program advisor immediately.

Evaluation

In order to evaluate the plan, it would be necessary to refer to the objectives (page 13). Gabor and Grinnell (1994) stated that client outcome assessment was an evaluation that determined to what degree the program was meeting its overall objectives. In order to measure how many providers visited the resource room, the sign in log was to be collected and providers counted on a daily basis. This would then be compared to the original objective of at least three providers. This number was picked because it was estimated that out of 700 providers on the database, at least three would visit the room each day. The purpose of setting a program objective was to effect client change, which if obtained, would contribute to the obtaining of the program goal (Gabor and Grinnell, 1994). This would be determined by comparing the numbers before and after the intervention.

To measure parents referred to the resource room, information from a database was planned to be collected. All parents who were checked "resource room", would be recorded on the computer. In order to measure how many of

these parents visited the resource room, it is necessary to compare this list with the sign in log in the resource room.

The staff would be evaluated on how many materials they could produce through actual observation. The staff would also be given a questionnaire where they listed the procedures for book check out at the end of their training. It was planned that staff would be given the survey they had previously taken to see the change in knowledge of the resource room.

By using a staff schedule in the plan, the staff would be assigned duties. This would enabled the writer to measure how may staff were on duty each day and who was responsible for certain duties.

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Chapter V- Action Taken and Results

Description of implementation phase

In this chapter, the results of the implementation objectives will be discussed. Implementation plan obstacles and other roadblocks will be compared with other solutions as identified within the literature.

The implementation project began with a staff meeting to organize and discuss roles of staff participation in the project. Modes of communication between the staff, primarily E-mail, were discussed. The staff was enthusiastically responsive and excited about participating in the project. It was soon discovered however, that E-mail was not the most effective way of inter-communication.

A resource room committee was created to tackle issues related to its establishment. Staff from different sections of the agency comprised the committee. Among the issues discussed at the weekly meetings were problem areas of maintenance and preservation. Location of the room had previously contributed to factors related to its lack of uncleanliness and organization.

Some implementation plans were postponed because they awaited the approval of management. Even though all objectives were discussed and approved before the implementation by management, each segment needed subsequent approval because of the time lapse between proposal and implementation. Time was lost pursuing supervisors and motivating them to review material. Other timing issues included staff vacations. These were the primary causes for many delays and setbacks.

Brochures, surveys, and flyers were developed, and tested on patrons. Suggestions from patrons such as changing the layout, provided ideas for user-

friendly publications. Their suggestions were thus noted, implemented, and valued.

During the implementation plan, the agency hired a public awareness specialist and a resource room technician. The public awareness specialist was able to perform many tasks required in the implementation because they were in her job description. This took pressure off the writer to personally accomplish jobs and facilitated the delegation of duties.

The resource room technician was responsible for inventorying and organizing materials, and evaluating procedures. Because these duties overlapped with other staff duties, the writer had difficulty implementing some activities. The constant conflict between staff led to aggravation and competition. Personality styles as well as organizational styles fueled this situation. This was the most difficult part of the implementation plan.

Objectives and results

The following are the initial objectives and outcomes during the ten week implementation plan.

- Objective - By the end of the ten week implementation period, an average of ten providers will visit the resource room per day as indicated by a sign-in log.

In order to achieve this objective the writer created a sign-in log to be displayed in the resource room. A provider brochure was created and distributed among food program recipients and general providers. 30 out of 50 days, more than ten providers visited the room, which fully met the objective. Many came for fingerprint or lamination services. There were 5 days when services were not utilized due to adverse weather or holidays.

- Objective - Staff would be able to produce three different types of materials from the resource room machines by the end of the implementation.

Appendix B

Provider phone survey questions

1. Have you heard of Child Care Resource and Referral's resource library?
2. Do you know who is able to use the library?
3. Are you familiar with the resources available in the library?
4. Have you used the library?
5. Do you have a need to use the library?
6. If you have not used the library indicate why, below.

___ location

___hours of operation

___no transportation

___materials not needed

___ unaware of what is available

___ unaware of procedures

A staff meeting was held to inform staff of training plans. The resource room technician resolved to train staff individually on Fridays which was agreed upon during the staff meeting. Staff were made aware of machines and points of contact for technical support. The staff created materials which provided an appropriate decor for various occasions. Results indicated that fifteen staff members out of twenty could meet the objective by the end of the intervention. A training calendar was not implemented because of varying staff schedules. The Black Thumb affair (an open house to thank funders and create public awareness) held at the end of the implementation indicated how many people had knowledge of machines. People were assigned to demonstrate the machines during specific time slots during the open house.

The staff were required to use machines to produce items for the hospitality committee. Whenever there was a birthday or a new employee was hired, a staff member had to use the resources to make a card or bag for the event. This showed the new employee or person receiving the item how that resource could be utilized.

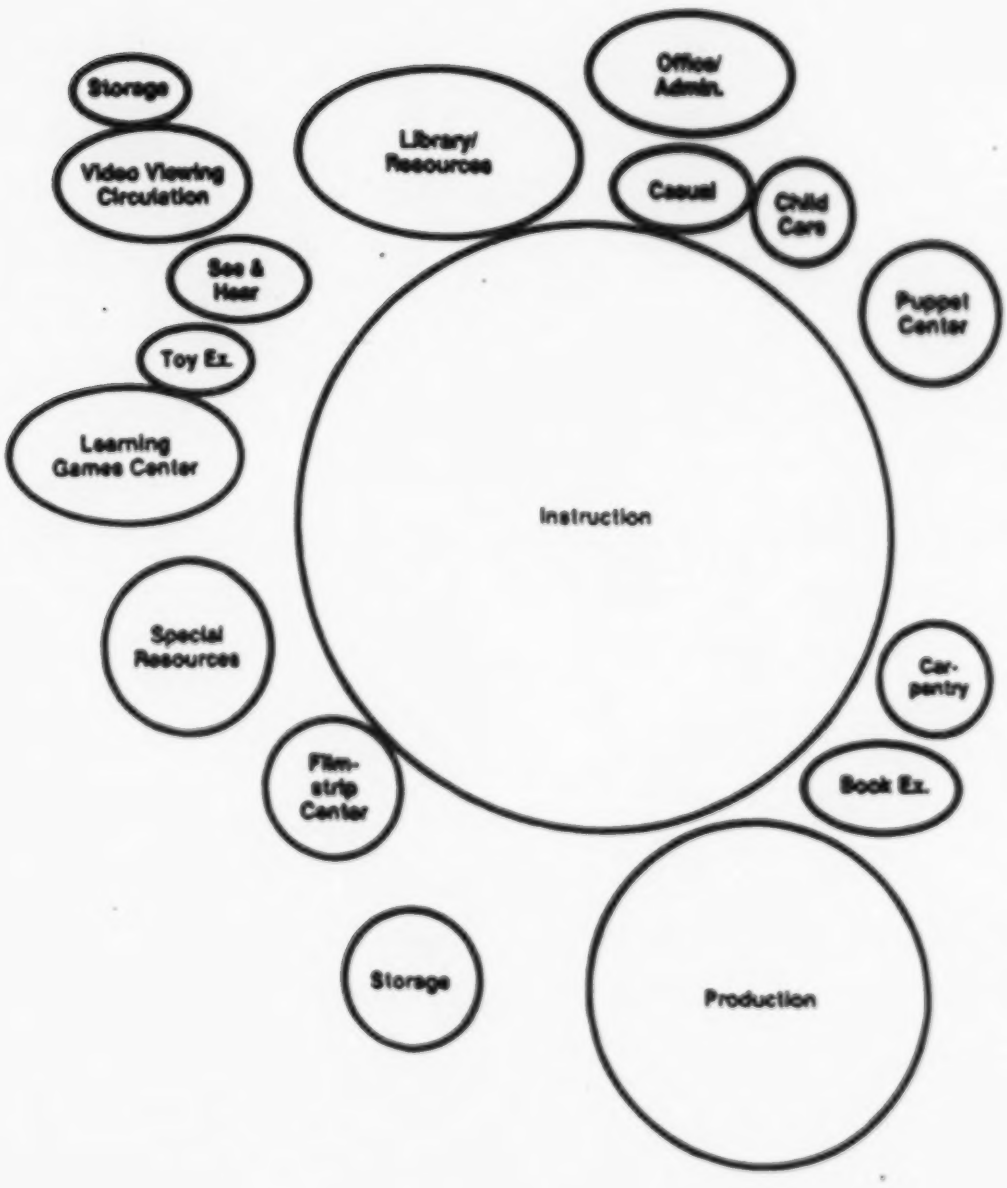
- Objective - Eight staff members would have two responsibilities each in the resource room after the intervention as indicated by staff schedules.

In order to achieve this goal the writer discussed the relevance of such a sub-committee in the staff meeting. Examples were given describing how each person could bring a unique perspective to the resource room. Through E-mail and sign up sheets, the writer recruited five members from various backgrounds which included special needs, school age issues, curriculum development, and parent services.

Within the resource committee five staff members had specific tasks. The objective was thus partially met because only five members were designated. Some of the tasks involved organizing theme displays and bulletin boards,

Appendix C

PARENT-TEACHER RESOURCE CENTER
RELATIONAL DIAGRAM



Each area has a unique function and is designed and arranged in a special way.

BEST COPY AVAILABLE

including special needs and multicultural themes. Because of a lack of focus and organization, specific long-term duties were not pursued. Only the immediate needs of organizing materials and cataloging were addressed in order to achieve a presentable resource room. Some resources were still in their packaging while many more were stored unused at the time of writing, in a closet. An extensive task of the committee was just to utilize all resources available on the floor.

- Objective - 20% of parents who called the public referral line would be referred to the resource room during the phone call. This percentage included only parents who needed resource information. This was measured through a database field that was generated during the initial telephone call.

The Parent Services Coordinator, in conjunction with the Database Manager, created a database field to indicate if parents were told about the service. Notes were posted in the parent counselor room reminding counselors of the service. Parent counselors were also verbally informed about the resource room service.

While implementing this objective, questions emerged about when a parent should be referred to the resource room. It was decided that when a parent had an issue with special needs, behavioral problems, or other resources contained within the room, they would be referred. The actual number referred was ten out of 342 calls during an eight week period. This objective was only partially met because only 3% were referred to the room. Factors in this objective that were met included staff awareness of the resource room and the inclusion of the database field on the computerized referral sheet. It was discussed with the parent counselors and concluded that parents who called in were really looking for child care referrals. Parent counselors estimated that about one fourth of parents calling in had children who needed attention at home or they were at work and could not discuss other issues.

By comparing how many actually visited the room, the percentages comparable, eight out of ten parents referred. Other events, including Choosing Childcare workshops, were held in the resource room which further allowed parents browse the available resources.

- Objective - Resource room staff would be able to list the procedures for material check outs by the end of the intervention. An evaluation of the introduction and training were given.

Because the resource room technician was responsible for all book check-outs, it was not necessary for staff to know all procedures. The technician and other committee members brainstormed about a mission for the room but no formal statement was made. At the end of the implementation staff were still unaware of book check out procedures. The objective was not met because of the factors listed above.

- Objective - To provide a service by which providers with disabilities could obtain materials.

At a staff meeting held at the beginning of the plan, staff members identified the issue about whether the agency should be involved in the courier and transport role. Questions included responsibility issues as well as additional job duties. The objective was fully met because staff decided that they would be aware of the plan and would take materials when necessary. They did not want to advertise the service or acknowledge its existence to the public. No designated courier box or formal case was created. During the implementation plan no one other than food program providers requested materials by courier.

- Objective - The resource room would be open at least two nights per week.

The Provider Services Coordinator was reminded of the new hours that were required of her staff. No change was made but she acknowledged that an

Appendix E

Materials needed for marketing plan

Preparation

develop sign in log

develop policies and procedures

Materials needed

Week 1

tag board

markers

book list

daily journal

Week 2

construction paper

lamination reel

dimes for copy machine

newsletter/training calendar

Week 3

paper for brochures

drop box for survey information

materials for bulletin board display; tape, border, seasonal materials

plastic courier box

Week 4

bright paper for flyers

evening work schedule should be created. Because of existing staff schedules, it was difficult to get supervisors to agree to two nights per week. They were unwilling or had no desire to change the existing format even though they knew they were responsible for doing so. The funders expected two nights per week, but neither this nor the implementation could change their minds. The objective was not met. The writer compromised with two nights per month instead of eight nights per month. The week before the open house, when the funders visited, the hours were changed to two nights per week which fully met the objective.

The first step in achieving this objective was to include the new evening hours of operation on the automated phone system. This notice was also advertised in the newsletter, at the Black Thumb event, and on the parent counselor line.

Only three providers on a total three nights took advantage of the evening hours. It was discovered by talking to providers that many dialed the extension needed before listening to the entire message. Eventually the automated information was distributed through conversation. Patrons were told the resource rooms hours of operation.

The practicums' goal was to educate staff and market the resource room. The staff were educated according to what they wanted or needed to know. At the end of the practicum the staff had planned the open house (Black Thumb affair). This was to acknowledge the agency, thank the funders, and display the resource room. The name Black Thumb was related to the fingerprinting which the agency administers for the Division of Child Development. After all objectives were completed, many staff acknowledged learning a great deal in preparation for the open house.

As in the model Building a resource room, the workspace should have been considered. It would have been helpful to have planned a physical organization for the room, although the agency did not receive any additional money for the room until the week before the open house. This would have allowed for needed improvements and materials.

The laminator, Ellison dye cut machine, and paper cutter were moved into their own space so the resource room technician could supervise these potentially dangerous pieces of equipment. The technician eventually moved her office into an adjoining room which gave her a place of her own. She could display her personal and work items away from the main view of the resource room.

The library brochure handed out contained a survey for patrons to submit in order to receive a library card. As a result of the lack of physical space, the brochures were placed on top of a filing cabinet which was not in plain view of patrons. The result being that only a few brochures being completed. Of the brochures taken, only eight people returned their surveys. As Leulla Teuton indicated, this information could have told the writer about the type of client the resource room was serving. When tested on patrons, it was discovered that brochures needed to be designed so patrons could tear off the survey separate from the resource room hours of operation section. When a patron turned in the survey, they were turning in the information they should also be taking with them. The brochure was thus changed to accommodate the patron.

In the literature, the YWCA resource room created an "alive" feeling with hanging plants, small chairs and a table for creating projects. Using these ideas, the resource room committee created a similar atmosphere. After the staff finished the improvements, there were child-size chairs and a table, a working adult table, hanging plants, additional video cabinets, and a separate room for dangerous equipment. This created a welcoming atmosphere, which was a goal

of the resource committee. Signs were also placed outside the agency visible to the community advertising the resource room.

Another successful marketing tool was word of mouth. As indicated by the sign-in log, many people heard about the agency from staff members. Through Choosing Childcare workshops in hospitals, food program visits, and various other trainings, the public became aware of the agency. During these workshops, parents were given a folder with information and examples of resources in the resource room.

Staff motivation seemed to be a large issue in the implementation of the practicum. It was thought that because staff motivation was so high that this would not be a problem. According to Hildebrand (1992), giving employees more independence helps them take on more responsibility. However, this was not the case in the agency, it was necessary to have a supervisor on the resource committee to give the writer the authority to motivate the employees. Supervisors were aware of the project and its' requirements. The staff had no motivation to perform the duties and would not do so unless they were instructed to do so by their supervisor. As predicted by the writer, management had to show support for the implementation. A parent counselor (personal conversation, August 18, 1996) previously stated the need for authority in the implementation plan but the extent was underestimated by the writer.

Chapter VI- Conclusions and Recommendations

Outcomes

The end result of a un-used, inaccessible resource room was a welcoming room for the community to enjoy. The implementation plan had involved all staff with new duties. It has created a room where staff could share ideas and use some of the resources available. When patrons walked in they saw welcome and entrance signs as well as many other colorful location signs. They saw a clean, organized room with a sign in table, hanging plants, and an area for children to play while parents or providers browse the room. Most of all, they saw a resource room technician knowledgeable of procedures and policies eager to serve them. The writer has come to the conclusion that when designing a marketing plan the primary issue to consider is how it will be perceived by the consumer or audience. Before marketing the resource room, it needed to be prepared, organized and ready for the public to visit. This meant motivating staff to educate themselves and participate in the plan.

The resource committee dedicated time each week toward improving the room for the open house. The first issue was to organize the room. This was done to the best of the committees ability. Organizing the room in a way that is welcoming was also an important issue. Displaying an entrance sign with decorations that welcome the community encourages visitors. Placing brochures at eye level encourages them to take one with them. The sign-in log should also be placed within eye level. These things should be displayed within a few feet of the entrance to assure people sign-in. It was assumed that people did not sign into the resource room because of its non-welcoming environment at the beginning of implementation.

The sign-in log was simple but important. It was necessary to ask the correct information during the sign in. Questions like place of work, reason for visit, and phone number was important information to record. By observing patrons entering the resource room, the writer was able to determine that patrons used the sign in log even though it was not in plain view. The resource technician verbally encouraged the use of the sign in log. The log also had a professional look. It was typed with a decorative cover bound in a spiral book, which was simple to make and inexpensive.

One of the biggest motivators for the implementation plan was something not in the plan at all, the open house. The open house in conjunction with the implementation plan, solved all the procrastination problems and pulled staff together. It also required staff to educate themselves on the procedures and equipment of the resource room. The implementation plan also motivated staff to prepare themselves for the open house.

Recommendations

An important consideration is to determine who will use the resource room. Even though the room is open to the community, the majority of the people who visited the room were providers. When doing the implementation plan, it should be geared toward those patrons who are actually using the room.

When organizing sub-committees, it is advised to have a person of authority on the committee, preferably a member of management, to make important decisions. The committees remained stagnant until a supervisor was put on the committee to push forward some ideas. Some staff were reluctant to make a decision because they were unsure if they had decision making authority.

Working conjunctively with community agencies was to the organization's advantage. It is recommended that not just one agency but many be joined in sharing resources and ideas. By working with another community agency, the

writer was able to create awareness of the agency's resource room. A meeting was held between the writer and Ingrid Wood of Project Enlightenment. This meeting led to a alliance with the organization to help parents and providers. It was also discussed how the two agencies were different and how there would be no competition even though they offered similar resources. It was acknowledged that the agencies were serving two different groups of people, though some may overlap, and that they would work together.

Using the resource room for workshops, fingerprinting, and other events create public awareness. People can browse the room, ask questions, and talk with staff. This creates a comfortable environment where the patron is not threatened and has a welcomed feeling.

Meetings, if held in the resource room, should have an open door policy for patrons who visit during that time. If meetings are not to be interrupted, they should be held in another area. When the resource room is not open to the public, after hour board meetings and other events can be held in the room. When a meeting is held during the day in the room, it should be understood that patrons are also welcome to use the room.

The implementation plan timeline was well planned. Because of holidays, some weeks there was no time to implement by the end of the week. By foreseeing vacations and holidays, it is possible to have limited activities designated for certain weeks. Journal writing and observing can be done by a back up person. It is also recommended to put actual dates on the time line so that people are not confused as to what week it is. It is easy to forget which week it is without recording actual dates.

Further work includes organizing the resource committee for specific job functions and adding the new members. The time necessary to perform duties needs to be expanded. Staff will receive a list of committee member duties and

their responsibilities. The committee will continue to be an important part of the resource room, maintaining its resourcefulness.

Which patrons are referred to the resource room will continue to be tracked for funding and statistical purposes. The sign-in log and brochures will remain in a visible space. The time patrons visit the room should also be tracked in the sign in log as to day or evening time periods. This will allow staff to track usage of the new evening hours and if they are beneficial.

Success stories will continue to be presented in the newsletter and well as new materials. This newsletter will be sent to providers and community agencies, including Project Enlightenment.

All meetings, workshops, and fingerprinting will continue to be held in the resource room. The resource room is now the focal entry way and is the first stop for patrons who visit the agency. The entrance sign will remain posted so traffic will be directed into the room.

The resource room technician will continue to train new personnel one on one when time permits. Changes in the amount of staff have made this a necessary step. The resource room technician plans to distribute policies and procedures, amending them when the need arises.

Sharing Information

At the end of the implementation plan, statistics were compiled and shared in a staff meeting. Positive and negative outcomes were discussed as well as improvements for the future. Because of limited time in staff meetings, a follow up to this discussion is necessary. In the form of an outline, some of the actual occurrences, improvements, and barriers were discussed.

At Triangle Conferences, the results of implementation and ways of marketing a resource room will be discussed. Attendees of the Triangle Conference are from smaller agencies which find the information useful.

The plan will be bound and placed in the resource room for other agencies to check out. Another copy will be given to Project Enlightenment for their library. An article in the agency newsletter will summarize the project and inform providers of improvements made in the room. It will also discuss how providers contributed to the implementation process. An attempt to publish the work will be made by contacting publishers who specialize in educational areas.

The writer will continue to use the implementation plan and its modifications to enhance and revise the resource room when necessary. This plan associated with the referral agency will continue to aid members of the child care community by providing low cost, invaluable information.

Appendix A

Staff Questionnaire for Resource Room

Please respond to the following questions on the Resource and Referral resource room.

1. **Have you used the resource room:** *(circle your answer)*
   a. frequently (3 x per week or more)
   b. sometimes (1 x per week)
   c. seldom (1 x per month)
   d. never
2. **If you have visited the resource room what was the visit for.**
   a. use the laminator _____
   b. use the photocopier _____
   c. use the Ellison machine _____
   d. use the VCR/Video _____
   e. use the loan materials _____
   f. use the library books _____
   g. other _____
3. **Check the boxes below according to the following areas**:

Do not know how - you do not know how to use the equipment or do not know procedures at all.

Know somewhat- you have heard about the equipment or procedure and can list a procedure for use.

Know confidently- you know how to use the equipment, and can list more than 3 procedures for use.

Can teach- you know material so confidently that you are able to teach others.

	do not know	know somewhat	know confidently	can teach
Laminator				
Ellison machine				
Photocopier				
VCR/TV				
Book Check out				
Fees charged				
Hours of Operation				
Who is staff on duty				
Fingerprint procedures				
Workshop schedules				
Product loans				

Material loans consist of lending toys, and other materials, excluding books.

FIGURE 4-3 Some New Services and Their Benefits to Customers

Product/Service	Features	Benefit to Customer
Automated Circulation System	· Materials accessible by title, name or word search · Lists of availability of materials	Provides quick and easy access to information
Public Access Terminals	· User friendly terminals located throughout the library	Customer can access information directly
Public Access Copy Machines	· Coin-operated · Collates · Prints two sides	Customer can copy reference materials easily
Children's Summer Reading Program	· Prizes · Special program for children	Children find reading is rewarding and fun
Coin Changing Machines	· Changes $1 bills · Changes $5 bills	Customer has easy access to correct change

Week 5

none

Week 6

newsletter/training calendar

agency description

other agency materials pertinent for display

Week 7

raw data from success stories

Week 8

none

Week 9

public service announcements

Week 10

raw database results

check in log

staff surveys

data from brochures

Appendix F

10 week implementation plan

Week 1

- Discuss training plans in staff meeting.
- Organize a resource room committee of eight people responsible for maintaining/marketing resource room during the staff meeting.
- The committee reviews policies and procedures.
- Technical Assistance staff develop directions for use of machines with benefits to customer, and resource room procedures through boards, signs and charts. E-mail TA staff of their specific job duties.
- The writer records each day observations in journal for monitoring.
- Monthly newsletter article describing resource room and new materials is written. E-mail staff as a reminder of newsletter deadline.
- The writer develops new sign in log that indicates parent or provider, how they heard of the resource room, name and address, and the reason of their visit.

Week 2

The objective is to have staff produce three different types of materials from the resource room by the end of the training.

- Friday the Resource Room Technician trains staff in the use of the copy machine.
- The Resource Room Technician develops a training calendar for staff.

The objective is for staff to be able to list the procedures for book check out by the end of the intervention.

- Friday the Resource Room Technician trains staff in policies and procedures for resource room. Discuss problems/issues with resource room at each staff meeting.

- The Resource Room Committee creates the mission statement of the resource room so that focus is achieved. The writer E-mails the committee about developing a mission statement.

The objective is that of the 20% of parents that are referred, 5% will be visit the resource room.

- Parent counselors refer parents to resource room through parent calls and walk ins. The writer displays a note prominently on the community parent counselor computer so that staff are reminded to ask parents.
- Database manager in conjunction with Parent Services Coordinator develops check list on computer database to monitor people referred.
- The writer records each day observations in journal for monitoring.
- Inform Ingrid Wood at Project Enlightenment of plans; send newsletter/training calendar.

Week 3

- On Friday, Resource Room Technician trains staff in the use of the Ellison machine. All staff are E-mailed as to date of training by the Resource room technician.
- Staff produce three different types of materials for distributing at workshops. These materials are kept in a bag for future use.

The objective is to have eight staff members (committee) with two responsibilities in the resource room as indicated by staff schedules. Also, one person will be responsible for resource room duty each day indicated on the schedule.

- Provider Services Coordinator in conjunction with Executive Director develops visible staff schedule for people responsible for resource room duty.

- Resource room committee develops theme display/ bulletin board display which is changed monthly.
- New materials are placed on display.

The objective is to have available a service by which disabled, and incapacitated providers can obtain materials without having to visit the agency.

- Technical assistants will be prepared to courier materials to providers who request the service by purchasing a courier box.
- The writer records each day observations in journal for monitoring.
- The writer develops and places resource room brochures with survey attached at table for patrons to receive when they walk in.

Week 4

The objective is that at least three providers (excluding workshop attendees) will visit the resource room per day as indicated by sign in log.

- Each staff distributes flyers to local pediatricians, hospitals maternity areas, local merchants and other community agencies. Staff are E-mailed by the writer and reminded of the distribution and where they can find the flyers.
- Parent Counselors and Technical Assistants include flyers in direct mail items targeted community of child care professionals and parents. A mailing list is generated from the existing database.
- The writer records each day observations in journal for monitoring.
- On Friday the Resource Technician trains staff in use of the laminator.

Week 5

The objective is that the resource room will be open at least two nights per week.

- Parent Services coordinator includes hours of operation including extended hours of two nights per week on phone mail system.
- The writer records each day observations in journal for monitoring.
- Committee changes theme display.

Week 6

- The writer organizes display with Project Enlightenment.
- The writer records each day observations in journal for monitoring.

Week 7

- Resource Room Technician, previously Special Projects Assistant, includes resource room information in newsletter. Feature success stories from people who have used the resource room.
- The writer records each day observations in journal for monitoring.

Week 8

- Weekly staff meeting to discuss status of resource room.
- The writer records each day observations in journal for monitoring.

Week 9

- The writer develops and distributes public service announcements to newspaper and radio.
- Weekly staff meeting for brainstorming and reevaluating procedures.
- The writer records each day observations in journal for monitoring.

Week 10

- Develop a web page about resource room.
- Weekly staff meeting for brainstorming and problem solving.
- Database manager collects data from database to see how many people were referred to resource room.
- The writer collects number of parents and providers who visited resource room from sign in sheet.

- The writer will pass out staff survey again and compare to previous survey.
- The writer collects information from brochures and typed in spreadsheet for statistical purposes. This will aid in further marketing and survey plans.
- The writer records each day observations in journal for monitoring.